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4.2 COACHING TO BE A NURSE-PARAMEDIC – FREEDOM, CHOICES AND RESPONSIBILITY; Nurse – Teacher – Coach

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THE COACHING PATH consists of two main areas. First: you need to want to become from teacher to coach. The world of teaching is so great that there is a place for everyone and everything. There isn't just one truth which pedagogy path is the best. Secondly: you must be ready to step down from your authority chair and use agile development methods which give students free hands. You can also learn a lot.

The Coach training in TAMK includes two steps: the basic and the advanced training. The basic training opens you the new colored world in teaching. During the training, you also learn something from yourself. You get to know great people around you who are doing the same thing – teaching and hoping better future. During these trainings, we worked with different methods towards more coaching-oriented approach and learned about activities with our colleagues. The training is based on engaging methods, such as dialog, constant information exchange, and using a variety of facilitating tools. The trainings challenges participants to do things differently and shows us how to see things from different angles.

Coaching offers student the freedom to build up his/her studies and the possibility to create fresh and innovative ways to achieve those goals which has been written in a curriculum. For teachers coaching offers possibility to get new perspectives to see and understand themes of studies and keep the studies more student centered. A coach encourages student to trust and understand what he/she already knows and guides the student towards the goals. The key tools of coaching are those W-questions: What do you think that you can do to achieve that goal? What are your choices? What prevents you? The coaching reduces mentors' workloads, and has helped students to take responsibility for identifying learning needs and delivering supervised patient care.

Coaching session can be one day, or one course or one total study plan. In August 2016 Nurse-Paramedic students started their teambuilding in two-day camp. In the same camp took part also Midwife-students and Public Health Nurse-students. When students learn, from the beginning, to work together with other health care students, the team work and integrated care in the future will have a good start. Working cross other students teach them also be adaptable and flexible with other health professions. The whole team was built from 70 students and four teachers. The camp included studies of two different courses: Learning Skills and Development of Expertise. Students had material and pre-tasks to do before camp. During the camp days they were working in mixed teams getting to know each other and sharing their previous experiences in life and in studies. At the end of the camp each student wrote him or herself a letter: Now when you

are Nurse-paramedic, Midwife, Public Health Nurse. All those letters were sealed into fine group boxes and those boxes will be opened in Graduation day.

Back on campus, students started to work in their own classes. They started a course: Social and Health Care Services in Finland. First student teams created their “Coping family” inspired by “film club” that they had independently in teams. Then student teams decided what kind of family they have and what are those Social and Health problems in family and after that they started to find solutions and helping organizations to families’ needs. After “saved” the family the students dived to the course Values and ethics in Social and Health Care and once again, time to time, they looked the questions through the glasses of their Coping Family. The students could identify and predict individual and community health problems. They could also identify and predict ethical problems in social and health care. The starting point was their own values and experiences that they revealed through discussions, drama and simulations and moved towards professional values and ethics. Some students (which already had knowledge of First Aid) build up a First Aid Boot camp for the other students.

Then the students had the opportunity to build up the total course: Daily Activities in Nursing. The students got the goals from their curriculum and then they planned those face-to-face meetings and tasks to do during the course to achieve the goals. During the course the students wrote questions and the answers to the study platform and after the theory days all those questions were packed in e-testing platform. Then when the student booked her or him the time from e-testing platform the computer mixed

all the questions and gave student 6 questions to answer. The test wasn't easy but gave a lot for the students already during the course. Also – once again – the student team got a person from the beginning of the course. The students gave him/her a name, profession and family around. It didn't matter what was the subject of the course-day – students studied first the subject generally and then thought what this “daily activity” or “teeth brushing” or “dying” means to their patient or his/her family. Ideas and creative innovations are going on but nowadays the ideas are coming from students after they have read the aims of the courses.

This intensive coaching is tailored for student's specific needs. For a teacher to be a coach, it means that you must trust your students that they will find all information needed by themselves. Sometimes students find more and better information as a result of their team work than you as a teacher can imagine to give them. We wish that student will gain plenty of new thoughts and skills using his/her previous knowledge and skills colored with new theory and practical knowledge and skills.

After one term, fulltime coaching-oriented approach to one class – the feeling is still really good. The feedback from students has been positive and the big group has great cohesion. *“Sometimes it is really hard because we have to do so many small projects but normally in the end we could be proud about what we have achieved. Then we present our works very proudly and happily.”*; some feedback from our student. The coaching is powerful strategy (Ross 1992). The coaching is perfect as pedagogical method if you are curious and not afraid to question things in a positive way.

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